

Unit Presentation

CATEGORY	3	2	1	0
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Does not appear to be listening intently.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture, Eye Contact, & Enthusiasm	Stands up straight, looks relaxed and confident. Makes eye contact with others during presentation. Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Sometimes stands up straight and establishes eye contact. Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Slouches and/or does not look at people during the presentation. Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Time-Limit	Presentation is 14-16 minutes long.	Presentation is 10-14 minutes long or longer than 16 minutes.	Presentation is 5-10 minutes long.	Presentation is less than 5 minutes.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic. (3 or 4/4)	Student is able to accurately answer most questions posed by classmates about the topic. (2/4)	Student is able to accurately answer a few questions posed by classmates about the topic. (1/4)	Student is unable to accurately answer questions posed by classmates about the topic. (0/4)
Multimedia Element/Props	Student uses several mediums that show considerable work/creativity, which make the presentation better.	Student uses 2 mediums that shows considerable work/creativity and which make the presentation better.	Student only uses 1 medium, OR the mediums chosen detract from the presentation..	The student uses no mediums.
Stays on Topic	Stays on topic all (95-100%) of the time.	Stays on topic most (90-94%) of the time.	Stays on topic some (70-89%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Ideas/Research Questions	Researchers identified 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers identified at least 3 reasonable ideas/questions to pursue when doing the research.	Researchers identified 2 reasonable ideas/questions to pursue when doing the research.	Researchers identify 1 or no reasonable ideas/questions to pursue when doing the research.
Plan for Organizing	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.